DOCUMENT RESUME

ED 236 629 CS 207 904

AUTHOR Emig, Janet; King, Barbara
TITLE Emig-King Attitude Scale for Teachers.
PUB DATE 79
NOTE 12p.; For related documents, see CS 207 904-945. This instrument is a revision of the Emig Writing Attitude Scale (Teacher Version) constructed for the New Jersey Writing Project in 1977. CS 207 905 is the Student Version.
PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Attitude Change; Attitude Measures; Higher Education; Measures (Individuals); *Teacher Attitudes; *Writing (Composition); Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS *The Research Instruments Project

ABSTRACT

Designed to measure attitudes toward writing and changes in attitudes toward writing held by preservice and inservice teachers, this scale contains 50 statements representing three categories: preference for writing, perception of writing, and process of writing. Respondents circle one of five points ranging from "almost always" to "almost never." Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (teacher knowledge and attitudes), title, author, date, age range (adult), purpose, and physical characteristics.) (HTH)

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Emig-King Attitude Scale for Teachers.

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

CS 207 904

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Category: Teacher Knowledge and Attitudes

Title: Emig-King Attitude Scale for Teachers

Authors: Janet Emig
Barbara King

Age Range: Adult

Description of Instrument:

Purpose: To measure attitudes toward writing and changes in attitudes toward writing held by pre- and in-service teachers.

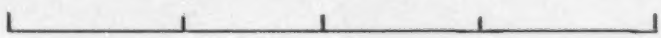
Date of Construction: 1979

Physical Description: This instrument is a revision of the teacher version of the "Emig Writing Attitude Scale" which was constructed in 1977 for the New Jersey Writing Project. The revised scale contains fifty statements representing three categories: preference for writing, perception of writing, and process of writing. Approximately thirty minutes are required for the administration of the scale which asks teachers to circle one of five points ranging from "almost always" to "almost never." Sample items:

Preference for Writing

I accept positions in groups that involve writing.

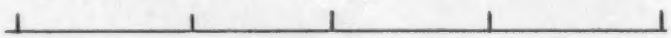
Almost always Often Sometimes Seldom Almost never



Perception of Writing

Studying grammar formally helps students improve their writing.

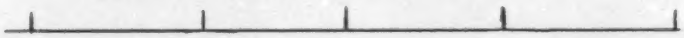
Almost always Often Sometimes Seldom Almost never



Process of Writing

I revise what I write.

Almost always Often Sometimes Seldom Almost never



Validity, Reliability, and Normative Data:

The teacher version of the original Emig Writing Attitude Scale was administered to twenty-five teacher participants in the 1977 New Jersey Writing Project. The revised Emig-King Writing Attitude Scale for Teachers was administered to fifty-three teachers who participated in the 1979 Summer Institute of the New Jersey Writing Project. Items on the revised scale were submitted to graduate students in English education and secondary teachers of English in order to establish content validity. Suggestions made by these experts were considered and revisions made. The Cronbach alpha reliability was .788.

Related Documents:

King, Barbara. "Two Modes of Analyzing Teacher and Student Attitudes toward Writing: The Emig Attitude Scale and The King Construct Scale." Doctoral dissertation, Rutgers University, 1979.

Sex: M____ F____

Number of Years Teaching ____

EMIG-KING WRITING ATTITUDE SCALE
FOR TEACHERS

For each item, circle your response.

1.	I write better than I speak	Almost always	Often	Sometimes	Seldom	Almost never
2.	When I have free time, I prefer writing to reading.	Almost always	Often	Sometimes	Seldom	Almost never
3.	Studying grammar formally helps students improve their writing.	Almost always	Often	Sometimes	Seldom	Almost never
4.	I accept positions in groups that involve writing.	Almost always	Often	Sometimes	Seldom	Almost never
5.	I leave notes for members of my family.	Almost always	Often	Sometimes	Seldom	Almost never
6.	I prefer teaching writing to teaching literature.	Almost always	Often	Sometimes	Seldom	Almost never
7.	Communicating with others is more important than expressing oneself.	Almost always	Often	Sometimes	Seldom	Almost never

8. Girls and women enjoy writing more than boys and men.

Almost always | Often | Sometimes | Seldom | Almost never

9. Students who write well generally do better in high school and college than those who don't.

Almost always | Often | Sometimes | Seldom | Almost never

10. If a paper has many misspellings, I give it a low grade.

Almost always | Often | Sometimes | Seldom | Almost never

11. I revise what I've written.

Almost always | Often | Sometimes | Seldom | Almost never

12. I voluntarily keep notes on what I read.

Almost always | Often | Sometimes | Seldom | Almost never

13. Poorer student writers do not spend as much time on their writing assignments as good writers do.

Almost always | Often | Sometimes | Seldom | Almost never

14. I am the most important audience for what students write.

Almost always | Often | Sometimes | Seldom | Almost never

15. I write letters to editors.

Almost always | Often | Sometimes | Seldom | Almost never

16. Students write better on topics I give them than on topics they choose themselves.

Almost always | Often | Sometimes | Seldom | Almost never

17. When I have free time, I prefer writing to listening to music.

Almost always | Often | Sometimes | Seldom | Almost never

18. Writing should be a part of most school courses.

Almost always | Often | Sometimes | Seldom | Almost never

19. On my own I write stories, plays, or poems.

Almost always | Often | Sometimes | Seldom | Almost never

20. Better student writers are more pleased with what they have written than poorer students.

Almost always | Often | Sometimes | Seldom | Almost never

21. It is more important that students learn how to write essays than to write stories or poems.

Almost always | Often | Sometimes | Seldom | Almost never

22. I like what I write.

Almost always | Often | Sometimes | Seldom | Almost never

23. The research paper is the most important form of writing to teach in high school.

Almost always | Often | Sometimes | Seldom | Almost never

24. When I have free time I prefer writing to being with friends or members of my family.

Almost always | Often | Sometimes | Seldom | Almost never

25. I prefer teaching writing to teaching dramatics.

Almost always | Often | Sometimes | Seldom | Almost never

26. Writing is a very important way for me to express my feelings.

Almost always | Often | Sometimes | Seldom | Almost never

27. Students should learn to write sentences before they write paragraphs and themes.

Almost always | Often | Sometimes | Seldom | Almost never

28. When I have free time, I prefer writing to pursuing my hobbies.

Almost always | Often | Sometimes | Seldom | Almost never

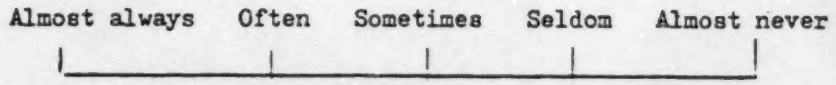
29. I prefer teaching writing to teaching grammar and us age.

Almost always | Often | Sometimes | Seldom | Almost never

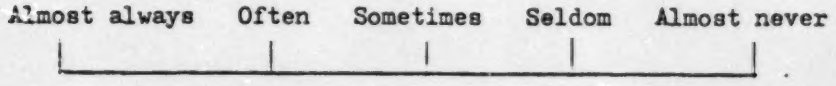
30. Better student writers voluntarily revise what they have written.

Almost always | Often | Sometimes | Seldom | Almost never

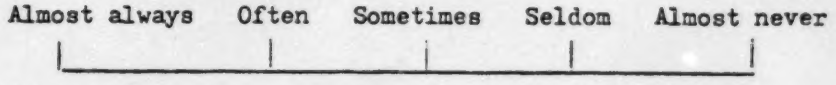
31. I keep a journal or diary.



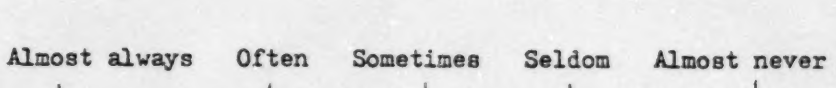
32. Doing workbook exercises helps students improve their writing.



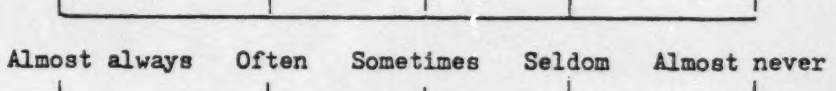
33. Someone who writes well is more successful in the world than someone who doesn't.



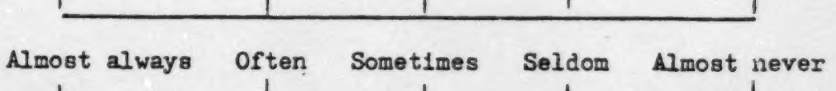
34. I like what my students write.



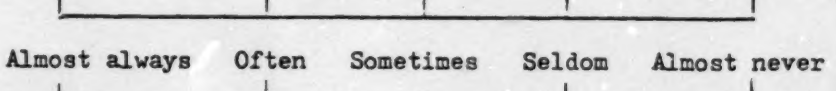
35. I prefer teaching writing to teaching reading.



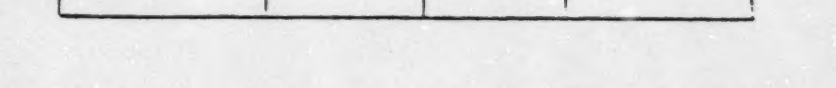
36. I prefer writing to watching television.



37. Writing is a very important way for students to express their feelings.



38. Better student writers have a stronger sense of the differences between speaking and writing.



39. I write better than I read.

Almost always | Often | Sometimes | Seldom | Almost never

40. I write national public figures such as senators.

Almost always | Often | Sometimes | Seldom | Almost never

41. If a paper is sloppy in appearance, I give it a lower grade.

Almost always | Often | Sometimes | Seldom | Almost never

42. I reread what I've written.

Almost always | Often | Sometimes | Seldom | Almost never

43. When I have free time, I prefer writing to playing sports and games.

Almost always | Often | Sometimes | Seldom | Almost never

44. Writing is a form of learning.

Almost always | Often | Sometimes | Seldom | Almost never

45. I write letters to my family and friends.

Almost always | Often | Sometimes | Seldom | Almost never

46. Better student writers are more engaged in their writing than poorer students.

Almost always | Often | Sometimes | Seldom | Almost never

47. I buy books on writers and writing.

Almost always | Often | Sometimes | Seldom | Almost never

48. I read professional journal articles on writing.

Almost always | Often | Sometimes | Seldom | Almost never

49. I write for professional journals or magazines.

Almost always | Often | Sometimes | Seldom | Almost never

50. Correctness is more important than originality in student writing.

Almost always | Often | Sometimes | Seldom | Almost never